



COMMON CORE STANDARDS: KINDERGARTEN

Reading Standards for Literature

Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Range of Reading and Level of Text Complexity
<ol style="list-style-type: none">1. With prompting and support, ask and answer questions about key details in a text.2. With prompting and support, retell familiar stories, including key details.3. With prompting and support, identify characters, settings and major events in a story.	<ol style="list-style-type: none">4. Ask and answer questions about unknown words in a text.5. Recognize common types of texts (e.g. storybooks, poems).6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<ol style="list-style-type: none">7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).8. NA9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<ol style="list-style-type: none">10. Actively engage in group reading activities with purpose and understanding.

Reading Standards for Informational Text

Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Range of Reading and Level of Text Complexity
<ol style="list-style-type: none">1. With prompting and support, ask and answer questions about key details in a text.2. With prompting and support, identify the main topic and recall key details of a text.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ol style="list-style-type: none">4. With prompting and support, ask and answer questions about unknown words in a text.5. Identify the front cover, back cover, and title page of a book.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<ol style="list-style-type: none">7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing or idea in the text an illustration depicts).8. With prompting and support, identify the reasons an author gives to support points in a text.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).	<ol style="list-style-type: none">10. Actively engage in group reading activities with purpose and understanding.



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Foundational Skills

Print Concepts	Phonological Awareness
<p>1. Demonstrate understanding of organization and basic features of print.</p> <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet. 	<p>2. Demonstrate understanding of spoken words, syllables and sounds (phonemes).</p> <ol style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words). This does not include CVCs ending with /l/, /r/ or /x/. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Phonics and Word Recognition	Fluency
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sounds for each consonant. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<p>4. Read emergent-reader texts with purpose and understanding.</p>

Language Standards

Conventions of Standard English	Knowledge of Language	Vocabulary Acquisition and Use
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs, wish, wishes). Understand and use question words (interrogatives) (e.g. who, what, where, when, why, how). Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with). Produce and expand complete sentences in shared language activities. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write the letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	<p>3. STARTS IN GRADE 2</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten knowledge and content.</p> <ol style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a bird and learning the verb to duck). Use the most frequently occurring inflections and affixes (e.g. -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts that the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g. note places at school that are colorful). Distinguish shades of meaning among verbs describing the same general action (e.g. walk, march, strut, prance) by acting out the meanings. <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>